**Essential Outcome**: Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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| Literacy Standard | 4 | 3 | 2 | 1 |
| Develop the topic thoroughly by selecting the most significant and relevant **facts, extended definitions, concrete details, quotations**, or other **information and examples** appropriate to the audience's knowledge of the topic. (CCSS: WHST.9-10.2b) (**Content**) | Facts, details, and information used to support the claim are “correct,” unique and well developed; appropriately interpreted; and expertly explained.  Evidence and analysis insightfully support the claim. | Facts, details, and information used to support the claim are “correct,” appropriately interpreted, and adequately explained.  Evidence and analysis clearly support the claim. | Facts, details, and information used to support the claim are mostly correct, somewhat interpreted correctly, and somewhat explained adequately.  Evidence for claim is present while analysis is attempted. | Facts, details, and information used to support the claim are incorrect, or misinterpreted and applied.  No evidence and / or analysis is attempted. |
| Introduce a precise claim and create an organization that establishes clear relationships among the claim, reasons, and evidence. (CCSS: WHST.9 -10.1a) (**Organization**)  Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, and between reasons and evidence. (CCSS: WHST.9 - 10.1c) (**Organization**)  Provide a **concluding statement** or section that follows from and supports the argument presented. (CCSS: WHST.9 -10.1e) (**Organization**) | The claim addresses the topic. It is engaging and sophisticated and is clearly established and sustained throughout the paper.  Ideas are clearly, purposely, logically, and smoothly connected using sophisticated transitional words and phrases.  The **conclusion** effectively reviews the most important points by synthesizing the information previously presented. | The claim addresses the topic. It is clearly established and sustained.  Ideas are connected in a functional arrangement of content that sustains a logical order using transition words and phrases.  The **conclusion** reviews the most important points of the paper and ties the ideas together adequately. | The claim is hard to find and must be inferred; the writer struggled with narrowing the topic.  Ideas are connected inconsistently through the use of illogical transition words and phrases.  The **conclusion** recalls some important points of the paper but does not tie ideas together adequately. | There is no claim. The reader is not sure what the topic was.  There is little or no attempt to connect ideas and information in a logical order.  The **conclusion** does not review the paper’s  main points. |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.9-10.2) (**Conventions**) | Use of grammar enhances the flow of the piece. | Minimal errors in grammar, mechanics, or spelling occur, but they do not impede understanding. | Errors in grammar, mechanics or spelling somewhat detract from the work and occasionally impede understanding but could be fixed with some attention to detail. | There are “no excuse” errors **such as** misspelling their/they’re/there, you’re/your (or other common homophones), misuse of then/than, not capitalizing the personal pronoun “I,” or a variety of other errors, which impede meaning. |

Comments: